



ESTABLISHED 1932

XINGNAN PRIMARY SCHOOL

ASSESSMENT GUIDELINES

(2016)

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INTRODUCTION

Assessment is an integral part in both our pupils' learning and development and the interactive process of teaching and learning. If we were to see teaching and learning as a triad, then assessment is an equally important component, together with curriculum and pedagogy.

Under the MOE Primary Education Review and Implementation (PERI) recommendations, schools are moving towards more holistic assessment to support learning. The main purpose of holistic assessment is to provide meaningful feedback to support and guide pupils' development. This assessment and monitoring of pupils' progress and the identification of their strengths and weaknesses not only allows for more effective, focused and differentiated instructions to be planned, it also encourages pupils to take on greater ownership of their own learning.

The school is committed to assess our pupils holistically and have put in place varied and progressive modes of assessment.

OBJECTIVES AND GUIDING PRINCIPLES

The objectives of holistic assessment are to

- a) assess pupils on the knowledge, skills, attitudes and values aligned to the curriculum outcomes reflected in the subject syllabuses.
- b) use appropriate methods and modes of assessment that fit the broad range of learning outcomes to assess pupils' learning and development.
- c) provide feedback to teachers on pupils' learning which in turn guide teachers in the design and delivery of their practices.
- d) inform parents and pupils of the pupils' achievement and progress on a regular basis.
- e) develop pupils in academic and non-academic areas and to provide a more holistic education.

The school is guided by the principle that assessment should be balanced. The following modes have been included as aspects of assessments whereby pupils' progress and learning are monitored and reported on.

- Bite-sized term tests
- Continual and Semestral Assessments
- Alternative modes of assessment such as project work, performance tasks such as show and tell or poetry recitation, practical tasks such as Science practical tests, class assignments, quizzes and the use of rubrics with performance tasks.

PLANNING FOR ASSESSMENT

The school plans assessments in accordance with the following principles.

Principles	Factors to consider
1. Clarity of objectives	Clear assessment objectives ensure that the assessment task has been well thought out in terms of what is expected of pupils and the criteria by which their efforts would be judged.
2. Range and Balance	Use a range of assessment techniques and modes to allow pupils multiple opportunities to demonstrate attainment of the Learning Outcomes (LO). There should be a good balance between formative and summative assessment in terms of <ul style="list-style-type: none">– process and product– modes of assessment– range of task types/contexts– weighting
3. Transparency	Ensure that pupils and parents are aware of the procedure, expectations and criteria for assessment and the attainment of the LOs.
4. Validity and Reliability	Assessment is valid if it measures the LOs it is intended to measure. It is reliable when the result is consistent if the assessment were to be repeated.
5. Free from bias	Assessment should be free of gender, racial, cultural, religious and socio-economic bias.
6. Sound pedagogy	Ensure the assessment reflects current knowledge of child development.
7. Manageability	Most tasks should be reasonably well managed by teachers and pupils.

TYPES OF ASSESSMENT

Different modes of assessment are used so that a wide range of skills, learner strategies, attitudes and behaviour can be developed, and items and structures can be learned. A range of assessment modes allow pupils multiple opportunities to demonstrate attainment of learning outcomes. The assessment tasks take into account different pupils' strengths and weaknesses and, hence, different learning outcomes.

At Xingnan Primary, a combination of formative and summative assessment is used to assess pupils' knowledge and skills in a valid, reliable and holistic manner. This is to give a complete picture of the pupils' level of attainment of all the learning outcomes.

Formative Assessment (Assessment for Learning – AfL)

This focuses on and supports the process of learning. It is intended to help pupils in their development rather than to measure their achievements.

Formative assessments are used to:

- provide feedback for pupils to enable them to know their progress, strengths and weaknesses so that they can improve their learning.
- provide feedback for teachers to enable them to customise and differentiate instruction to improve teaching and close learning gaps.

Formative assessments include:

- diagnostic tests
- bite-sized topical tests
- performance tasks such as show and tell, poetry recitation
- practical tasks such as Science practical tests
- running records for reading
- Math journal writing
- interdisciplinary project work
- class assignments
- self, peers' and teachers' observations

These instruments are used to check pupils' learning or progress and personal qualities*.

**Personal qualities refer to motivation, teamwork and communication skills observed in pupils.*

Summative Assessment (Assessment of Learning – AoL)

This measures pupils' attainment of learning outcomes and skills at fixed points in time.

Summative assessments are used to:

- provide pupils with information on their overall level of mastery and progress in the subject. The marks and grades show their levels of achievement.
- provide teachers with information on the overall performance of the class and of individual pupils. This information is indicative of the overall teaching effectiveness.
- provide school leaders with information on the overall performance of the cohort and of individual classes. This information is used for planning and decision making within the school. Information on individual pupils' achievement is used for decision making related to awards, promotion and placement.
- provide parents with information on their children's learning and progress and helps them take specific actions to support their children's development and growth.

Summative assessments include:

- bite-sized term tests
- End-of-year review tests
- Continual and Semestral Assessments

FEEDBACK TO PUPILS

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve.

Verbal feedback is given on pupils' work, during the lesson and whenever possible. When lesson time does not allow for verbal feedback, teachers write comments on the pupils' work during marking. Teachers will relate the feedback given to the learning objective of the lesson and identify areas that the child needs to do in order to produce better work in the future.

Feedback is given to pupils via the following means:

- Positive comments are written on pupils' work to praise, motivate and encourage accuracy in written work.
- Specific and constructive comments are written to help pupils improve in specific areas of their work.
- Checklists are used in writing lessons to provide feedback on pupils' work. Pupils also use the checklists for self and peer evaluation.
- Checklists are used in oral practices to provide feedback to both pupils and parents.

ASSESSMENT WEIGHTINGS

Level	Term 1	Term 2	Term 3	Term 4
Primary 1	0%	20%	30%	50%
Primary 2	10%	20%	20%	50%
Primary 3	0%	30%	0%	70%
Primary 4	0%	30%	0%	70%
Primary 5	0%	30%	10%	60%
Primary 6	10%	30%	60%	-

EXAMINATION GRADING SYSTEM

For IP Subjects

Primary 1 to Primary 4

Achievement Band	Mark Range	Brief Description
1	85 – 100	Is very good at the subject
2	70 – 84	Is good at the subject
3	50 – 69	Has adequate grasp of the subject
4	0 – 49	Has not met the minimum requirements of the subject

Primary 5 and Primary 6 Standard

Grade	Mark Range	Brief Description
A*	91 – 100	Has very good understanding of the subject
A	75 – 90	Has good understanding of the subject
B	60 – 74	
C	50 – 59	Has adequate understanding of the subject
D	35 – 49	Has fair understanding of the subject
E	20 – 34	Has elementary understanding of the subject
U (Ungraded)	0 – 19	Has not met the requirements for the minimum grade

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Primary 5 and Primary 6 Foundation

Grade	Mark Range	Brief Description
G1	85 – 100	Is very good at the subject at the foundation level
G2	70 – 84	Is good at the subject at the foundation level
G3	50 – 69	Has adequate grasp of the subject at the foundation level
G4	30 – 49	Has elementary grasp of the subject at the foundation level
U (Ungraded)	Below 30	Has not met the requirements for the minimum grade at the foundation level

For Higher Mother Tongue Languages

Grade	Mark Range
Distinction	More than 80
Merit	65 – 79
Pass	50 – 64
Ungraded	Below 50

EXAMINATION SCHEDULE

Examination schedule, with information on weighted assessment, will be sent to the parents in week 3 of each term (for applicable levels).

Term	Week	Assessment
1	9	Written Exam for P2 and P6
2	4 to 5	SA1 Oral
2	8 to 9	Written Exam for all levels
3	9	Written Exam for P1, P2, P5 and P6
4	4 to 5	SA2 Oral
4	7 to 8	Written Exam for all levels

This schedule is subject to changes due to special circumstances such as public holidays and major school events.

EXAMINATION ADMINISTRATION

1. Assessments will not be conducted on the day immediately after a public holiday.
2. There will not be administration of make-up written papers for absentees.

[Refer to Internal Examination SOP (2016)]

ASSESSMENT FOR NON-EXAMINATION SUBJECTS

The performance of pupils in the Non-IP subjects is graded. The components for assessment for each Non-IP subject are identified based on curriculum outcomes reflected in the syllabus. Pupils are assessed each semester based on their performance throughout the two terms.

Grades are assigned to pupils based on standardised assessment rubrics for each component. The assessment rubrics for each component consist of band descriptors and the rating or corresponding grade. A final grade is arrived at based on the rating given to each component. The following shows the components for assessment for the various Non-IP subjects:

Subject	Components			
Social Studies	– class participation	– performance task	– activity book exercises	attitude towards learning
PAM	– skills and knowledge	– personal and social behaviour		
Physical Education	– space awareness – educational gymnastics	– fundamental motor skills – skills practice – moving into space	– manipulative skills – concept games approach	
Art	– elements of art	– techniques – creativity	– principles of design	
Music	– sing in unison – use solfege names and handsigns – singing	– concepts – creating	– performing	

ASSESSMENT FOR CONDUCT

To ensure holistic assessment of pupils is done systematically and fairly, teachers use the conduct grade guidelines to assess their pupils' behaviour. The conduct grade rubrics consist of descriptors matched to the five school core values. This allows teachers to have an understanding of the values their pupils are strong in and the values they need to work on. The total score which is based on all the individual scores assigned to pupils for each school value will determine their conduct: fair, good, very good or excellent.

REPORTING

Holistic Reporting

The school seeks to provide regular, timely and meaningful feedback on pupils' development in both the academic and non-academic areas. The Holistic Assessment (HA) and Holistic Development Profile (HDP) reports provide parents with a comprehensive picture of their children's progress and learning throughout the year.

Quantitative feedback in the form of grades and marks, and qualitative feedback in the form of teacher comments help parents and pupils learn about their strengths, weaknesses and steps they could take to improve their learning.

Level	Term 1	Term 2	Term 3	Term 4
Primary 1	HA Report	HDP Report	HA Report	HDP Report
Primary 2	HA Report	HDP Report	HA Report	HDP Report
Primary 3	HA Report	HDP Report	HA Report	HDP Report
Primary 4	HA Report	HDP Report	HA Report	HDP Report
Primary 5	–	HDP Report	–	HDP Report
Primary 6	–	HDP Report	HDP Report	–